

# GIRARD COLLEGE

## PRESIDENT'S REPORT FOR 1951

Girard College, December 31, 1951

*Board of Directors of City Trusts,*

Gentlemen:

This is the day of the two-cent postal card and the fifty-cent dollar. The times place severe penalties upon those persons or institutions that try to maintain genuine standards without increase of income.

In educational institutions generally, and especially in institutions dependent in large part on income from endowment or, as in our case, on income entirely from endowment, this is a period of retrenchment, hedging, and precaution. There is reason to fear that it will be a period of failure to progress, of standing still, or even of retrogression. There is danger that we shall slip back and become second-rate. Like other institutions, Girard College may not only fall far below its theoretical ideal, but it may fall below what it has already been and still is. As costs rise, the appropriation for a given function of the same amount of money as in a preceding year will often represent a step backward and not a holding of the line.

We cannot close our eyes to the possibility of slipping back. At the same time we must recognize that the mark of great personality, great literature, and great business or statesmanship is to head into the teeth of the biting wind and to take the thunder with the sunshine. In other words, while prosperity asks for loyalty, adversity exacts it, as Seneca reminds us.

Unfortunately, there are several compulsions or forces that have Girard College at their mercy. First, there is the shrunken and shrinking value of the dollar: the inescapable effects of a national inflation, about which the Board and the administration can do nothing. Second, there is the relatively fixed income

available. Third, there is the natural desire to compensate employees as well as possible, as is evidenced by the almost general increase in salaries and wages effected earlier this year and the general increase in wages planned for 1952. Fourth, there is the natural desire to avoid a reduction in enrollment in order to reduce expenditures. Fifth, there is a natural pride in the standards of excellence maintained by the College, a natural pride in its educational offerings and in the product that gives the College its enviable reputation. If it is assumed that one or more of these forces must give way before the rest, it can be easily understood how some intellectual blood, sweat, and tears are the portion of your Board and the administration of the College. Since we charge no fees at all, we cannot resort to an increase in fees, as most educational institutions have done. It is, therefore, not possible for me to write as a distinguished neighbor-educator wrote in his annual report: "The College ended its fiscal year last June with a small operating surplus. The budget for the current year is in balance. While the financial situation is tight, it is at least under control. This may not be a sign of health for the college, but it adds years to the life of the President."

During this period when your Board and the administration are critically evaluating and re-evaluating what the College is doing, a great many things are open to examination. If the purpose of education, simply stated, is to train the individual to discern the truth, choose the good, appreciate the beautiful, and qualify as a useful member of society capable of maintaining himself, then our educational programs must be restudied in the light of the social, cultural, and industrial changes of recent decades. First, it is possible that our program in academic subjects, following the wise prescriptions of Stephen Girard, needs re-orientation and development, even if the development brings only minor changes and means essentially a reaffirmation of present curricula and present standards. Second, we should, doubtless continue our investigation of whether some general shop training should be substituted for some of the training in specific vocational skills. Third, we are troubled sincerely by the problem of the retarded boy, the boy who is least able to cope with a contracted, or tele-

scoped, education of eleven instead of twelve years, or with the double-curriculum education that he would not encounter in public high or in other conventional schools. The education of such a boy costs considerably more money than the education of his abler brother. If he is doing his best, the sympathies of all of us are with him, and, in an earlier day, when our staff was larger, we were able to do a . . . 'al for him. If he is scatter-brained and lacks men and sympathetic toward him. Fourth, the suggestion that requires very careful examination, . . . we have always been proud of our double curriculum, that vocational training be omitted for the not inconsiderable number of students who are looking toward higher institutions of learning, a practice followed in several schools similar to Girard.

These are all old problems in new form. These and other problems we shall attempt to meet as intelligently as possible; yet we know that the financial difficulties are such that we must not be afraid of change. Certainly, life at Girard has changed over the decades. Earlier this year a young alumnus who has observant eyes, as well as an excellent Girard College record, told the boys in the chapel:

"Over twenty-two years ago I entered Girard. It was a bit different than now. *All* the buildings were old. From the time we were 'newbies' until the barbaric custom was discontinued a year later, we had our hair sheared off like sheep's wool. A 'baldy' I think we called them. Then, too, we all wore thick, long black stockings and high, black shoes and unstylish English caps. There were the hours' long grudge lines in the bitter winter cold and the burning, sultry summer heat. And always and constantly we seemed to hear the old refrain: 'Hush, hush, keep quiet, no talking, no talking . . .' or 'Put your heads down, stand up, no movies, Saturday detention, close it up, keep in line, close it up, close it up.'

"Everywhere we marched in a column of two's and then on reaching high school age we did it more formally in the Batty. We then were old enough to parade and swing our rifles in the burning sun or the stuffy Armory, but not quite old

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5'3" or 'Organized'. 'Organized' referred to those of us who were Juniors or Seniors and it was then we first sensed, yet hedged about a thing called 'responsibility.' It was also then that we got more freedom and privileges. And this we liked and often took advantage of."

There is no reason to believe that twenty-two years from now Girard will look like the Girard of the present day, or that its educational offering will be the same, except for the fact that it will include the subjects prescribed in the will of Stephen Girard. Life at Girard, however, has a continuity over the decades, and it is the staff and students who make this life and give it its continuity.

#### ELEMENTARY EDUCATION

The Elementary Schools are running satisfactorily. Scores on the standard tests continue to show good mastery of fundamentals, and this is nothing new at Girard. Test scores are high enough to cause the teachers to question the reliability of the tests, but the California Test Bureau tests and the Gates tests are widely used and considered to be thoroughly reliable. The norms of some tests, however, are based on scores in public schools; consequently, the Girard boys should test relatively higher. In any event, it can be assumed that the general levels of achievement in measurable areas are quite high. The reasons for this, despite an extensive activity program, are a selection of students at admission and good teaching.

Oral language, for sociological reasons, is still a problem. This can be improved only by securing smaller groups in the home situation and by having staff members create a conscious desire on the part of boys to speak well on all occasions. The problem is certainly no less in the upper school; it has received the attention in recent years of the Committee on Program, a representative group from the entire staff.

The personnel added to the faculty this fall have proved themselves to be quite satisfactory. We were extremely fortunate in finding cultured people who were available at just the right time. The percentage of classes exceeding twenty-

tive in enrollment has dropped from 41.4% to 34.5%, which is an unplanned move in the right direction. In any large school an inevitable amount of "red tape," more properly designated "procedures, rules, and regulations," is taken for granted. New teachers, lost in the woods of such new procedures, sometimes take considerable time to become oriented to the work at Girard College. Consequently, a Teachers' Handbook Committee was organized to collect and codify such information. The resulting Handbook has been welcomed by the new staff members. The work was particularly well done and has contributed immeasurably to the smooth operation of the school. A parallel Handbook for the resident faculty would be well received by new governesses.

The home life of the boys in the Elementary Schools does not undergo many major changes from year to year. Yet this year one can note a more flexible and more varied program in Lafayette Hall on Saturdays and Sundays, a renewed interest in preparing plays and entertainments in the dormitory houses, and the end of knickers at Girard. This came as a great relief to all Girardians, for the wearing of knickers made the small Girard boy unpleasantly conspicuous.

The Student Council continues to make progress and to assume more responsibility. More suggestions are being made by the boys about what they themselves may do to help others and the school. Some of the accomplishments of the Student Council, outside of its regular function, have been: the placing of a Suggestion Box in the Middle School, the holding of a weekly Picture Contest and a weekly Story Contest, the use of Junior Cheer Leaders in Middle School athletic contests, and the adjustment of basketball rings on the Junior School Play-ground to more appropriate heights, the appointment of a boys' Hospitality Committee to meet special guests and visiting teachers, the sending of gifts to Infirmary long-term patients, and the making of helpful signs.

In the Library-Laboratory our teachers have efficient, inexpensive, and able assistance with their book and visual aid problems. Only a few years ago the Junior School had no modern projection equipment. Within the past five years we

have acquired some essential equipment and can now carry on a program in Middle School and Junior School. A tape recorder is needed at present for the Junior School. The one bought last year is in constant use in the Middle School. The filmstrip and kodachrome slide library is very much larger. Many teachers are enthusiastic about the value of the filmstrip in teaching, for it has all the advantages of a projected still picture. When carefully edited with well-written captions and a teaching guide, this medium becomes a valuable educational aid. Ninety-six inexpensive filmstrips covering a wide range of subjects in science, social studies, and other school fields have been added in the past four years. The cost of these is so relatively low that they can be purchased widely and discarded when their usefulness is past. Sound films are rented. At the present we are renting or borrowing from twelve film libraries. When a needed film is not available in one library, we try another. Distributors of free educational films are sources for as many moving pictures as we can use profitably.

In elementary school work inflation has caused us to draw the belt tighter, but we have managed to carry on without a noticeable cutting down on the essentials of good art practices. Paper has soared in price, and we no longer have a reserve supply on which to draw. We bought as little as possible this year. The Director of Elementary Education, who is in charge of the congregate living of his boys, as well as their classroom work, observes: "I often feel that the life of our boys needs more, not less, art and music, more of these finer things of life to lift and develop them."

There have been a number of interesting Elementary School auditorium programs during the year. The unique one was the "May Day in Hawaii" directed by our exchange teacher, Miss St. Claire Anderson of the Kamehameha Schools in Honolulu. This was a delightfully colorful program with music, art, and social studies all combining to put on a charming sketch of this happy day in another land.

#### SECONDARY EDUCATION: THE UPPER SCHOOL

Financial difficulties have adversely affected the work of the upper school more than that of the lower school. Despite this

misfortune, there are evidences leading us to believe that much of the traditional prestige of the upper school can be maintained. Of this, time will or will not reassure us.

Department heads continue to voice approval of the late afternoon remedial periods introduced in 1949. New emphases appear or are reaffirmed. For example, more emphasis than ever is being given the teaching of geography in all history classes; and, in view of the present world situation, it is suggested that even more emphasis should be placed on this subject. During the past year we have made real steps in allowing for individual abilities. One reason why our teachers are willing to do this may be that colleges are giving increased recognition to courses designed for middle groups. All sections of eighth and ninth grade mathematics meet at the same period each day, so that sectioning may be on the basis of ability and speed of learning. In a higher grade a new course was begun in practical geometry for "middle group" boys. This lays less stress on the conventional method of approach and more on the "developing of a knowledge of, and the ability to use, the important geometric figures and their properties, and other significant geometrical relationships by a method based upon construction and measurement." This is a project for which the Department of Mathematics is developing its own text. In the Science Department a new course in Physical Science designed for the "middle group" has been started. It stresses practical demonstrations and laboratory exercises rather than theories or mathematical proofs. Extensive special projects by science students include breeding tropical fish, mounting pictures, and preparing weather indicators.

Our faculty is alert, and its members continue to grow and to evaluate what they are doing. They are aware of changes going on in the world of secondary education, and, under sound leadership, they are following them intelligently as they apply to local needs. One teacher of modern languages attended summer school out of town especially to study oral methods, which she uses extensively with the eighth grade beginners. She also keeps up a lively interest in the work with affiliated French schools, including attendance with two Girard students at a week-end conference. It was interesting at the end of the year to review a sum-

mary of the strength and weakness of this department as seen through the eyes of a former Girard student who is at present a housemaster teaching French. It was prepared at the suggestion of his department head and is tersely stated:

*"Strength:* Each boy studies with every teacher in the department and benefits from the special emphasis and interest of each.

College preparation is well done.

Foreign languages are presented both as cultural and as tool subjects.

*Weakness:* Classes of younger students are too large for qualitative teaching.

Insufficient grouping as to ability in language work.

Insufficient remedial teaching opportunity for resident teachers."

More emphasis was placed on group projects for assembly programs, with marked success, for example, in panel discussions of summer jobs and future careers, in quiz programs, and group reports. A new practice was instituted by the Dramatic Club in including six students from the Philadelphia High School for Girls in the cast of the Christmas play.

The two outstandingly strong features of the upper school have been its flexible and enriched curriculum and its faculty, not to mention its placement service, which, though co-ordinated with it, is not strictly an upper school department.

Its unique double curriculum of academic and vocational subjects is expensive, to be sure, but it is definitely a unique challenge to the mind and energy of the Girard boy. In relation to this challenge, the achievement of our students is good, even notable. Moreover, our boys meet the test of the "market-place" by achieving success in employment and high grades in colleges and universities after they have completed their Girard training. One should think of their underlying Girard curriculum in the broadest sense; they have had not merely a combination of academic classrooms and shops, but also the advantages of boarding school experience and some training in study habits and social amenities. Undoubtedly, the quality of the faculty has been a real factor in the success

of our alumni, for it is a faculty of excellent training and experience.

Beginning with September, 1949, the upper school included the eighth grade, as well as the former High School of four years. The present five-year arrangement is more satisfactory, and there is a definite development toward making the first two years a unit, i.e. grades eight and nine, and treating them somewhat on the junior high school plan, but not entirely so. This is a constructive step since it permits boys of a younger age to take part in both athletic activities and other student affairs of their own group, instead of subordinating them to older boys. At the same time, there is maintained a direct relationship with the student governing bodies of the last three grades so that the whole secondary school is functioning as a unit.

As in the past, the residence halls for upper school boys present a less pleasant outlook. We now have only six or seven fewer boys in each of the upper halls than used to be there in the days of a highly regimented household program. The crowded condition of our dormitories and their relation to army health standards were discussed at length in a report dated April 21, 1941, which I prepared for a committee composed of the Chairmen of the three College Committees, the Chairman of the Finance Committee, and the President of the College. I would be remiss if I failed to point out once again that the oldest of our residence halls, with the exception of the remodeled Allen Hall, constitute the weakest feature of the facilities of Girard College. Without some new source of funds in significant amounts, there seems to be no hope of carrying out the extensive plan for badly needed household improvement which the Committee on Household and the Board approved in November, 1945.

All of our present residence halls, with the exception of the House Group and the Junior School, both of which are for the youngest boys, were built either prior to the opening of Girard College or during the first thirty-eight of its one hundred and four years of operation. During the last six decades the ideas of what should constitute the life of a large number

of boys living together in a boarding school have so changed that, quite apart from any plan of enrollment expansion, we might well formulate a program of change and adjustment in the material set-up of the institution that would consume considerable money. Such a program would particularly involve the replacement of old residence halls with modern up-to-date units.

The success of Allen Hall, which since 1937 has been an upper senior house with a room plan, has been confirmed both by alumni who have enjoyed its advantages and by staff members. It has equipped our recent graduates better for life after graduation than previous senior groups. This fact and the patent disadvantages of a crowded congregate system naturally led us to hope that the room plan could in time be extended to other upper school students.

The crowded condition of the upper halls and the unfavorable ratio of boys to housemasters are sometimes commented upon by visitors. Both of these factors make the work of our resident faculty more difficult. The first draft of a proposed "Manual of Standards for Children's Institutions in Pennsylvania," recently released by the Department of Welfare of our Commonwealth, sets as a standard one non-teaching "house parent" for ten children of school age. This standard would necessitate approximately 130 housemasters and governesses for our 1300 boys at Girard College, in contrast to our present number of fifty, including resident masters. The standard may be unnecessarily high, but it suggests our handicapped position. This unfavorable student-staff ratio and our inability to finance a completely satisfying week-end activities program, quite apart from the attractions that a large city offers, have led to a modest liberalizing of our Saturday off-campus privilege without making any basic change in schedule.

The physical arrangement in the upper halls does not permit an assignment of boys such as the newer residence halls permit for boys of the elementary grades. This situation points up one of the chief causes of pressure upon housemasters, for all of the boys in an upper hall become the responsibilities of each master in that hall, and any division becomes artificial. However,

the increase from four to five resident men in each hall has resulted in marked benefits.

The Committee on Personal Guidance this year recommended that boys transferring from the Elementary School to the High School be sent to one building, Banker Hall, rather than distribute them between Merchant and Banker Halls. This recommendation was adopted and put into force in September. The heterogeneous grouping of boys in these two buildings had some drawbacks which made the change advisable. At times there was almost the same age spread between the youngest and oldest boys in these two halls that we had in the four upper halls under the old system of grouping. It seems wiser to build up leadership in classes on a class basis and to encourage greater class unity than to follow the pattern of the house system initiated a quarter of a century ago.

As part of the economy program to reduce personnel begun several years ago, seamstresses were removed from the upper halls in September, and areas in which they operated were given over to providing accommodations for additional resident house officers. Seamstress activities have been centered in the Dining and Service Building. Boys of the upper halls now call in daily house rotation at this building for a weekly supply of clothing. Although there have been the usual difficulties attending any innovation, each succeeding week has revealed progress toward better operation.

An Evaluating Committee of the Middle States Association of Colleges and Secondary Schools will visit Girard College on April 1, 2, and 3, 1952, for the purpose of conducting an evaluation for accreditation of Girard College as a secondary school. The last evaluating visit of this sort occurred in 1941; it was very helpful to the College.

Probably at no time in the history of the Secondary Department, which in former decades had a smaller student body and a smaller faculty, has there been such a large group of retirements within the teaching staff as occurred in 1951. Mr. George C. Foust, Teacher of English, Mr. J. S. F. Ruthrauff, Teacher of Foreign Languages, Dr. David A. McIlhatten, Head, Department of Mathematics, Mr. Charles E. Bowman, Head, Department of

Business Education, and Mr. Clyde I. Martin, Teacher of Mathematics, retired on age on August 31, 1951. The total period of service for these five gentlemen was 180 years. The outstanding performance of these members of the faculty and others of similar devotion and capability has given Girard its present position in educational circles.

### VOCATIONAL AND NON-ACADEMIC DEPARTMENTS

The two vocational departments of the upper school were affected by changes during the year. The genial and capable head of the Department of Business Education, Mr. Charles E. Bowman, retired on August 31, and since that time Dr. James D. White has been its acting head. The death of Mr. George A. Hansen, Assistant Instructor in Machine Shop Practice, brought to an untimely end the career of a man who had contributed thirty-five years of devoted and useful service to the boys of Girard College and of cheerful co-operation and loyalty to his colleagues. For reasons of economy his position was not filled.

In the Department of Mechanical Instruction an inter-communication system similar to that used in many industrial plants has been installed to keep the departmental office in touch with the various shops. The work of installation and of maintenance has fallen to the students. Proper lighting in several shops continues to be a major problem. The scarcity of materials has not been as great as feared, and prospects remain reasonably good.

Mr. Girard provided in his Will for a considerable list of academic subjects that the Girard student must pursue. Though he made no provision for vocational training, this has been added during the history of the College. Thus there has developed the unique double curriculum. We make no apology for vocational education, even though a legalistic person might raise his eyebrows at our offering it.

At Girard College our purpose in offering vocational education is to prepare the boy to earn his living. But, because of the

academic requirements of the Girard Will, we are not in a position, even if we wished, to provide exclusively vocational curricula comparable to those offered by the so-called vocational high schools or trade schools.

We are proud of our unique double curriculum, but our pride is tempered, in a period of financial pressure, by the fact that it is also uniquely expensive. For our upper years it demands virtually a double faculty. In the list of teachers that appeared in the last Annual Report one may count sixteen vocational teachers (twelve in mechanical instruction and four in business education), several times the number that one would find in another academic secondary school, public or private, of our size.

Business education in itself, though somewhat comparable to classroom academic work, is expensive enough on the secondary level, but vocational education in the shops is unquestionably the most expensive type of secondary education, except tutoring. The student-teacher ratio is less favorable because of the necessity of keeping classes small, the plant is usually more expensive to maintain because of floor space required, and the equipment is costly to replace or repair. Thus, even under the most favorable conditions, training in the machine shop or the print shop of a department of mechanical instruction is considerably more expensive than classes in history or mathematics, for example.

The crowded day makes it practically impossible to attempt art club or other out-of-class activities, or to take full advantage of Philadelphia's exceptional opportunities for artistic and cultural experiences. Yet eighth grade art elections were in such numbers that the classes had to be divided, half studying crafts for nine weeks, while the others studied drawing, painting, and then reversing. The head of the Music Department recommends particularly that the establishment of a general music course be explored and "that a more efficient music curriculum can be evolved without jeopardizing the entire scholastic program."

In the President's Report for 1950 an innovation in our military training work was reported. Battalion activities crowd one another in the spring, but we have too few in the autumn. The second fall Battalion Day was successfully held with several hundred guests of the students present, a marked increase over

the attendance of last year. The Battalion and the Band took part in the customary parades and drills on Founder's Day, Memorial Day, and Flag Day and held the two competitive drills.

## ATHLETICS AND RECREATION

Some constructive activity has been lost, and one can only sympathize with the statement of the Director of Athletics: "I sincerely regret the losses which our staff has suffered under the policy of financial retrenchment. I feel that the release of two teachers within this year has reduced the time for physical education and most certainly curtailed our instruction."

However, despite these and earlier reductions in personnel, his department has given a good account of itself, and the intramural sports program described in my report of a year ago has again demonstrated the excellent assistance the group receives from our resident masters.

The College has been well represented interscholastically by Varsity, Junior Varsity, Junior High, and Elementary School teams in basketball, baseball, track, swimming, gymnastics, fencing, wrestling, and soccer. They played in competition with teams of William Penn Charter School, Germantown Academy, Germantown Friends School, Williamson Trade School, Hill School, Westtown School, Episcopal Academy, Friends Central School, Pennsylvania School for the Deaf, Haverford School, Valley Forge Military Academy, Lawrenceville School, George School, Pennington School, fifteen Philadelphia High Schools (Olney, Bartram, Gratz, Germantown, Frankford, Central, Southern, Temple, Northeast, Bok, Franklin, West Philadelphia, St. Joseph, Mastbaum, and Dobbins), the Junior or Senior High Schools of Allentown, Reading, Lower Merion, Upper Darby, Narberth, Ardmore, Bala Cynwyd, Folcroft, Camden, Norristown, and Merchantville, and with the Freshman and Junior Varsity teams of Swarthmore College, University of Pennsylvania, Drexel Institute of Technology, United States Naval Academy, La Salle College, West Chester State Teachers College, and Temple University.

With twenty boys held over from the 1950 soccer season, a good nucleus for a team was waiting when the season opened.

As a result, our team has gone through the season of nine sched uled games with a clean record. In addition to the regular sched ule, our team qualified to play Haverford Township and North east High Schools, which were defeated to give Girard the City and Suburban Championship. The Soccer Coaches' Association and the Eastern Pennsylvania District Referees placed four of our boys on the All-independent Team. They are Paul I Guida, Rocco Mutone, Robert B. Hennessy, and Dale F. Heffner. Honorable mention went to Robert J. Brown and Dietrich I Conradi. The same group also named Guida and Heffner on the All-scholastic Team. One of the most interesting events during the soccer season was an exhibition game with a visiting team of seamen from the Brazilian Navy. The Brazilians displayed a brand of soccer which left most of the Girardians who saw the contest astounded. What most of us consider the trick of the game were just a natural function of our opponent's attack. In the first half, the visitors displayed an uncanny offensive composed mainly of short passing. Wherever the ball was passed, a teammate was waiting for it, and he knew exactly what to do upon receiving it. At half-time our team trailed by a 7-0 score. In the second half, however, when the Girard team seemed to catch on to the style of the visitors, the game was more evenly contested. The Brazilians were held scoreless in the third quarter, but they managed to add two more tallies in the final period. To sum up this particular Saturday afternoon, one might say that it was profitable for the soccer team and an eye-opener for any spectators who had not realized that soccer, the one truly international game, is played with great skill in other parts of the world.

The track team of seventy boys enjoyed a fair season with a schedule of six meets, winning three and losing three. The fencing team had a very successful season with nine meets winning seven and losing two. This team is looking forward to another good season with a large number of veterans returning. The baseball season, with three victories in ten starts, was the poorest one experienced by a Girard team in eleven years. Prior to this year, the team had had only one season in which it had won fewer than half of its games; the average of vic

tories for the past ten years is .632. The basketball season was better than the preceding one, but far from good. In a twelve-game schedule, the team won three and lost nine. As in past years, the coach was required to issue uniforms to the squad members held over from the previous season on the same day that soccer uniforms were collected. This late start provided little time for preparation in advance of the first scheduled game. The swimming team won four of ten meets, and the gymnastic team won three of eight competitions.

This is a time when competitive athletics are under fire because of overemphasis, a certain amount of dishonesty due to non-educational support and control, and heavy cost, especially in football. Fortunately, we do not have football. Moreover, Girard College has athletics well under control. We like to have our boys well coached so that they put up a creditable game, but we have neither local nor alumni pressure upon us to produce consecutive victories. Girard College sports are truly amateur; yet we turn out our fair share of youngsters who make good in college and professional ranks after they leave us. There would seem to be no problems in respect to Girard sports, unless soccer should develop in this country to claim as much interest as it does in many parts of the world. Mr. Rothberg continues to coach the fencing team as a very valuable contribution of his own time. It is rather unusual for a school of this kind to have such an able fencing instructor; over the years he has given a large number of boys an athletic activity which most of us did not have the privilege of enjoying. This year our wrestling team will for the first time enter the field of scholastic competition. Meets have been arranged with Episcopal Academy, William Penn Charter School, and Haverford School.

The work in Corrective Gymnastics, described in many previous reports, has been continued during the year of 1951. It will admittedly be a step backward if we have to give it up as an economy measure. One of the physical activities in which Girard College was a pioneer, it is now being adopted throughout the country.

The year has seen an upsurge in Scouting. The troops were taken on day hikes on alternate Saturdays, and on one successful

included trips to Scout Triangle in Fairmount Park, Flat Rock Dam, Crum Creek, and Pennypack Park. During the year one hundred and fourteen boys completed all requirements for Tenderfoot, and thirty-three for Second Class, Scouting. The Girard College Ginger Association presented awards to three of our Scouts each term. Scouting at Girard owes no small debt of gratitude to an alumnus, Mr. Frank L. Manton, a veteran scout leader, who has voluntarily contributed his time and energy to the work. It has been a privilege to draw upon the experience and interest of both Mr. Manton and Mr. George Keate, another veteran scout leader.

#### LIBRARY SERVICE

Appendix G presents a summary of Library statistics for the year. It shows an upturn in the use of the Library generally and in the amount of reading done by the students of all divisions. Girardians have rather little leisure time, but they are apparently spending more of it on books and the simple, enduring joys that good books bring. Television, one of the invading interests that threaten to deprive them of these joys without substituting something as lasting in value, is falling back into a lesser place.

Outstanding this year in the Library have been the Book Week programs; the Hobby Show, which coincided with the May Mothers' Day; the "illustrated" visit of Mr. Paul Brown, distinguished writer and illustrator of juvenile books about horses and dogs; and the visit of Miss Maria Cimino, a gifted story-teller from the Children's Division of the New York Public Library.

A more fully integrated program of classroom activities and the use of library materials has gradually been developed for the lower classes of the upper school. This has even added Victrola records to the list of library materials loaned for classroom use. In such projects as the study of the "Cultural Backgrounds of the American Immigrant," the use of appropriate recorded music greatly enriches the boys' understanding of their own cultural inheritance. In this connection, we are finding

the Carnegie set of Victrola records very useful. The complete card index to the records makes it a simple matter to find the most appropriate ones for the specific needs. The co-operation of the Elementary Schools and the Library has also been a fine example of teamwork among students, teachers, and librarians, which has yielded excellent results.

The Alumni Memorial Room has now been in use in the Library for a period of four years. Its unsupervised use by junior and senior students from 3:15 to 5:15 o'clock on school days and all day on Saturdays has been in the nature of an experiment, and it is gratifying to note that there has been little abuse of it. It now has a record collection of about eighty albums, in addition to the Carnegie set of four hundred records, which was transferred from the High School. This gives us an excellent collection of classical recordings. Our next additions will be of popular semiclassical nature. The Alumni Band Association grants a sum of money each year for the purchase of records, and the boys have already submitted lists of suggestions for purchases in 1952. One cannot overemphasize the contribution the Alumni Memorial Room is making to the Girard boys who are aesthetically minded. On numerous occasions one can observe small groups of boys following the score of music they are playing on the Victrola.

The special feature of the Alumni Memorial Room is, of course, the library of memorial volumes presented by class groups. This year an exceptionally fine gift was presented by the Class of January, 1930. A memorial library of thirty-eight volumes was dedicated by them to their deceased classmate, Reed Lee McCartney, who lost his life in the Philippines during World War II. The Class requested that these volumes be placed in the Main Library and be used as a reference collection. The sum of two hundred and fifty dollars was appropriated for this memorial, and the titles were selected from a list of Library needs submitted by the Librarian. In order to identify the growing collection of memorial volumes in the Library, the Alumni Board of Governors recently adopted a design for a memorial book-plate. The designer, Mr. Norman Ressler, '39, gave it a simple but strong presentation of "The Pilot," Stephen Girard.

Student help in the Library has been far from satisfactory

this year, and the daily pressure of mounting routine duties continues. The approved plan of exempting a few able-bodied boys from household duties in exchange for work in the Library has not been effective this year because housemasters have had to meet extra demands for help in kitchens and dining rooms.

### THE STEPHEN GIRARD PAPERS

A fireproof, air-conditioned vault has been constructed in the basement of Founder's Hall, and the safes containing the Girard Papers have been moved into it. The suggestion that this location be used originated with Mr. Walter B. Gibbons of the Board. Careful study showed that from the standpoint of greatest protection, both from fire and bombing, the basement of Founder's Hall would be the safest location on the campus. Inaccessibility, which was not a major obstacle, and the possibility of dampness were the only possible objections to its use. The entire basement, however, is not below grade, and we believe that all objections have been met.

Some recent requests for the use of the Papers have eloquently illustrated the importance of having the Stephen Girard Papers microfilmed. They would then have wider use and better protection against damage and misuse. The ships' papers have not yet been completely organized and indexed, but even without this treatment, according to the Photoduplication Service of the Library of Congress, microfilming of the almost one-half million items could be carried out at an estimated cost of approximately ten thousand dollars. Perhaps in the not too distant future some alumni group or some non-alumnus may wish to finance this undertaking as a tribute to our great founder and his extraordinary career as a merchant, mariner, banker, and patriot.

### POST-WAR INFLATION AND ITS EFFECTS

If a boy were asked how he would spend a million dollars that he had to spend within a year, he would usually be at a loss to complete the list of items to be purchased; he would have much of his imaginary money left over. But the golden myth that Girard

College has more money than it knows what to do with has been completely exploded for those who work at or with Girard College.

Yet even some alumni and other friends of Girard are surprised when they learn that for five years, from 1947 to 1951, both inclusive, Girard College has operated at a deficit. The effects of inflation are severe upon an institution which cannot resort to an increase in tuition fees, income from tax sources, or state appropriations, none of which Girard College receives. Since the expenditures for payrolls and supplies have exceeded the net income for five years, they have eaten into the modestly small surplus income to just that extent, as the following table shows:

Year	Net Income	Total	
	Available	Expenses	Deficit
1947	\$2,351,242.11	\$2,429,023.56	\$77,781.45
1948	2,349,666.73	2,549,604.46	199,937.73
1949	2,081,885.51	2,341,543.35	259,657.84
1950	2,236,108.69	2,256,183.29	20,074.60
1951	2,236,030.80	2,295,688.10	59,657.30
<hr/> Total	<hr/> \$11,254,933.84	<hr/> \$11,872,042.76	<hr/> \$617,108.92

The highest average enrollment was equalled in 1939, when Girard College had 1735 boys and operated with total expenditures of \$1,750,314.77. The following figures, which are separated in time by only twelve years, are interesting as revealing the effects of inflation:

Year	Average	Total
	Number of Boys	Expenses
1939	1735	\$1,750,314.77
1951	1303	2,295,688.10

In this connection, the following comparison will be of interest as revealing at a glance why higher prices and stepped-up payrolls have made it cost so much more to maintain fewer (almost 25% fewer) boys:

Total salaries and wages	\$992,306.04	\$1,301,747.39
Typical position I	600.00	1,143.00
Typical position II	720.00	1,230.00
Typical position III	1,066.00	1,722.00
Typical position IV	2,040.00	3,480.56
Typical position V	2,700.00	4,538.00
Clothing items per boys	68.21	128.43*
Food materials per boys	120.13	213.67*
Coal per unit	5.12	7.58
Overcoats	11.94	22.18*
Mackinaws	8.60	17.38*
Shirts per dozen	7.58	19.04*

\*Figure for 1950

During the post-war inflationary period from September 1945 there has been no reduction in student enrollment and little sacrifice of basic standards. Some drastic economies, however, have been applied, as the following figures indicate:

<i>Year</i>	<i>Actual Ordinary Expenditures</i> (payrolls and purchases)
1948	\$2,258,552.38
1949	1,971,469.92
Decrease	\$287,082.46 (12.7%)

This decrease would have been slightly larger but for some small wage increases granted during the year.

Payrolls and prices rose still more in 1950 and 1951; consequently the saving of approximately \$300,000 per annum was nullified in part, as shown below:

<i>Year</i>	<i>Actual Ordinary Expenditures</i> (payrolls and purchases)
1949	\$1,971,469.92
1950	2,056,056.81 (4.3% inc. over 1949)
1951	2,087,365.04 (1.5% inc. over 1950)

The percentage of increase shown for 1950 and 1951 would have been higher if there had not been some additional economies effected during these two years.

The extremely tight budget for the forthcoming year, 1952, will demand very careful management. Since the fear of red ink is as great as the fear of Red Communism, conservative bodies have a natural dread of deficit budgeting. Requests for additional appropriations must be avoided. This means, for example, that if the cost of the food function, the most costly at Girard College, except education, increases during the year, we shall not increase total expenditures for subsistence, but will have to accommodate ourselves to the money that is available.

With one item of food we are plagued by a restriction which involves in no sense a question of standards. Paralleling the old pre-war and post-war argument about Guns vs. Butter, there is a new rivalry of Butter vs. Oleomargarine. Oleomargarine is a nutritionally acceptable product both to physicians and to consumers' tastes: almost all of us use colored oleomargarine in our homes. Unfortunately the law prohibits the serving of it at Girard College and other institutions. The substitution of colored oleomargarine would save the College at least \$6300 a year, and no one would be displeased or harmed by the substitution. Present legislation deliberately and intentionally prohibits our use of it. The denial of the use of an entirely acceptable product seems to be discriminatory and unfair since it forces unnecessary expenditures of trust funds. The potential saving is not to be idly dismissed; we are seeking remedies to correct the inequity.

The existence of Social Security and other compensation payments now being paid to some of our boys and to applicants for admission has raised the question as to whether they might not, with the funds available to them, attend private boarding schools. The answer is in the negative. for a recent survey of 100 leading boarding schools in this area and in New England reveals that the median fee in the boys' schools in 1951-52 is in the range \$1600-\$1650. Our own study shows that the median fee for all accredited Pennsylvania schools is \$1400, for New Jersey schools \$1300, and for Connecticut schools \$1500 per annum. At some of these schools a boy who is in need can still obtain a scholarship that will

enable him to attend school for \$700 or \$800 per annum, although usually only when endowments exist for scholarships and the boy demonstrates marked talent. None of the schools in the three states provides clothing and other services, such as the possibility of the twelve-month year maintained by Girard College. The rates listed are basic, and in almost every instance there are extra charges for books, athletic equipment, testing, special medical or dental service, etc. and, of course, clothing items and summer maintenance, if any.

Although the amounts received in compensation payments for our boys are far below the amounts necessary to maintain them in independent boarding schools, the question of whether your Board might use a portion of these funds to defray part of the expenses of our boys has been carefully considered. The use of these funds might enable your Board to increase the number of boys enrolled or to maintain the present enrollment, which is above the number for which our net available income will now provide. As a result, there are now pending before the Orphans' Court of Philadelphia a number of petitions presented by your Board, which request that the City of Philadelphia, Trustee under the Will of Stephen Girard, deceased, be reimbursed for the cost of food, clothing, shelter, medical and dental care provided for each boy in Girard College to the extent that this may be done from any money which may be paid on his account to the guardian from Social Security Survivors Insurance, Veterans Administration, State Workmen's Compensation, Railroad Retirement Benefits, United States Civil Service Survivorship Annuity, Federal Employees Compensation, National Service Life Insurance Payments, and Pennsylvania World War II Veterans Compensation.

The decline in the purchasing power of the dollar to a fifty-four-cent value has resulted in considerable additional curtailment and retrenchment during the year 1951. The Girard College Camp has been closed, the size of the College staff has been cut back, each position made vacant has been critically scrutinized in order to determine if it could be left unfilled, and there has been much deferment of maintenance. An example of a few economies that have been more beneficial than most is the consolidation of the handling of clothing distribution in the upper

residence halls. In the face of the economies forced by inflation, a new roof had to be placed upon the Chapel. Other physical changes made during the year were the building of a vault in the basement of Founder's Hall for the papers of Stephen Girard, the installation of fluorescent lighting in the study rooms of some of the upper residence halls, and the replacement of the motion picture projector and screen in the High School auditorium, which, together with the acoustical ceiling installed last year, greatly improves the conditions in this very useful room.

For insurance purposes a complete appraisal of the contents of all Girard College buildings was made during the year. This appraisal will prove to be useful in several ways beyond its use for insurance purposes. Surveys have been made, and are being made, of our food service and the clothing function, as well as of our educational program.

The total actual expenditures for the maintenance of Girard College, aside from extraordinary nonrecurring expenditures, retiring allowances, and group insurance, amounted to \$2,087,367.13, an increase of \$44,295.51 above the corresponding figure for 1950. The average number of students maintained was 1303, which represents a decrease of ten below the figure for 1950. The per capita cost of 1951 was, therefore, \$1,601.97, an increase of \$45.94, or approximately 2.95% above the 1950 figure. The addition of retirement allowances, totalling \$104,117.50, and the cost of group insurance, totalling \$16,657.96, to the ordinary expenses yields a total of \$2,208,142.59 for ordinary expenditures. Within this latter total the per capita cost based on a census of 1303 is \$1,694.66, an increase of \$46.80, or 2.84%, over the 1950 figure.

Previous cutbacks in staff and services, totalling approximately \$350,000 per annum, have been made in the last four years, and this has been done without reduction in either student enrollment or what individual employees receive for their services. Our staff reductions remind the writer that when John J. Pelley, President of the Central Railroad of Georgia, was laying off men as part of an economy program, a Pullman porter dreamed that Pelley had died and that, with other employees, he had gone to his funeral. He said that as Pelley's casket was being carried to the

grave, the corpse raised its lid and asked how many pallbearers there were. When he learned there were six, he exclaimed: "Let two go!" Inflation creates exactly that frame of mind. The counsel of a Scottish mother given to her son, "Laddie, whin ye're a walkin', ye should take langer steps an' wear yer brogs the less the mile," may be good advice, but in time the lad's steps can be lengthened no more. He is then exercising the maximum economy. We are approaching that point. If the value of the dollar continues to go down, and if our income remains relatively stable in terms of dollars, there is very real possibility of additional drastic reductions in the future.

### THE STUDENT CENTER

One of the most interesting presentations of Girard College on television was a picture story of the Student Center located on the second floor of Founder's Hall. In the Center, as the Vice-President has remarked, we have a prize example of the use of an extra-curricular activity to build character and produce something beneficial to the whole school. The hard, persevering work of Mr. Caswell E. MacGregor, its faculty sponsor, has paid dividends. He has worked unselfishly and at considerable sacrifice of time and energy on this project because he believed in it. He has always insisted upon the position that we should expect mistakes from its student management and that the acid test of the Center would be its gradual acceptance by the student body and the willingness of an adequate group of boys to bear the operating responsibility. This test is being met.

Upon request, Mr. MacGregor prepared a report on the Student Center, and some quotations from it appear in the following account.

The Student Center was started in 1949 when our staff and schedule were reorganized. Its store feature began with a loan of three hundred dollars from the Alumni Fund, which was quickly repaid. It will surprise many Girardians to learn that in little more than two years the gross income has been about \$20,000. Inventory has expanded in quantity and variety; the efficiency of the staff has improved; and the student support in patronage and help has strengthened.

Mr. MacGregor states: "The student managers who deal directly with many salesmen, their own classmates, and the College staff, and must analyze profits and losses in dollars and cents, inevitably are absorbing a valuable and realistic education in a demanding situation. They must harmonize their personalities and ambitions with the desires of the student body. The personnel problems among themselves and their workers have taught them that intelligent compromise is essential to democratic growth. Their bookkeeping and handling of money has given them a confidence and a feeling of trust which they need and appreciate. In our weekly meetings the staff has gradually become much more liberal and fluent in expressing and criticizing ideas. On the whole, these boys have a worthwhile situation, which cannot be duplicated in many schools."

"Among the students there has grown a greater awareness of what the Center means and what it involves. On our last Fathers' Day, for example, a goodly number of boys gave up the pleasures of the day to work with us in making our guests at home. Forality, cleanliness, and consideration for the rights of others have improved. There have been ruffled periods when some boys have become too aggressively possessive. Such wrinkles, however, have been effectively ironed out by the boys themselves. Finally, as the students have come to understand some of our hopes and work, they have, I believe, begun to appreciate what it offers and the fact that they must earn their privileges."

A Board of Directors, composed of students and members of the College staff representing the various areas of College life, has been working with Mr. Chester B. Sweigart as chairman. Questions of general policy, such as the method of distributing profits among the class treasuries, are decided by this group. It also decides on the variety of what is sold. The increasing diversity of offerings has appealed to more boys, alumni, and other guests each semester. Ice cream, soda, candy, pens, pencils, books, pennants, and greeting cards have been sold. In addition, there have been a number of articles made with *Girard College* engraved on them: telephone pads, loose leaf notebooks, decals, desk pads, pencils, and some jewelry. Attractive waste baskets and trays bearing pictures of Founder's Hall, as well as T shirts, sweatshirts, and

other items with the Girard insignia, have been added. At a cost of ninety dollars, the student managers installed a stamp vending machine for the boys' convenience.

A student manager writes: "One of our real contributions is the service rendered to guests on such occasions as Mothers' Day, Founder's Day, and Open House weekends. For one who has not observed the Center on these days the scene is incredible. The very throng indicates a need partially fulfilled."

Mr. MacGregor modestly concludes his report: "No one can honestly evaluate the Center. Services, inventory, profits, losses, and purchases are merely mediums to develop our boys into better people. When we consider that they have handled thousands of dollars; that all the little things boys want, candy, soda, pencils, and gadgets, are entirely in their charge; when we consider the work involved and the problems to be solved, we feel sure that these boys have done a creditable job. Despite occasional rough spots the enterprise is worthwhile."

### THE SUMMER SCHOOL

Because of the necessity of economy, the Girard College Camp was closed in 1951. In the past two years the Summer School has been greatly reduced; it now provides no upper school tutoring or make-up activities. As in 1950, the summer arrangements for 1951 were planned to provide a well rounded, daily recreational program for each boy, including a period of swimming and a special program for boys who were not permitted to engage in recreational activities on account of physical disabilities. The program included music and auditorium activities, athletics, indoor games and hobbies, educational motion pictures, handwork, and library activities.

We had difficulty in recruiting our 1951 Summer School staff inasmuch as we had not increased our Summer School rate of compensation for several years. We attempted to keep our summer population as low as possible, but we wished to offer as strong a program as heretofore for the boys who had to remain on the campus. Naturally, teachers who are experienced, understanding, and professionally alert are in demand. It

is the Vice-President's opinion that the early custom of employing a fresh summer school staff is highly advisable. Few dollars are better spent than those invested in having new and able teachers meet our boys during this vacation period. Discontinuance of this practice would perhaps result in as severe a handicap to boys who must remain in the College as anything we could adopt.

Summer School operations in 1951 appear to have been quite successfully carried out. During most of the summer there were between 185 and 197 boys in residence at the College, or approximately 15% of our total enrollment. The approximate average number of boys at the College during the summer was 179.

### THE HEALTH SERVICE

The statistical report for 1951 appears as Appendix E.

The Director reports that the health record for 1951 was excellent. There was an epidemic of German measles in the latter part of the spring and a large number of cases of upper respiratory infection, which required the attention of some extra nurses. The number of accidents occurring during the summer was somewhat larger than usual.

The School Health Act of the Commonwealth of Pennsylvania, which now appears as an article in the Public School Code, requires a complete physical examination of each employee of all schools at least once every two years. Examinations may be made by the school physicians or by physicians of the employees' choice. It is estimated that approximately twenty-five percent of the examinations of the Girard College staff will be made by the Health Service of the College. The purpose of this examination is to maintain good health in all employees. It is not to be confused or considered interchangeable with pre-employment examinations or examinations associated with leave of absence or prolonged illness. The law applies to all classifications of employees in public and independent schools, whether they come into direct contact with students or not.

## ADMISSIONS AND STUDENT RELATIONS

In recent years change and consolidation have been characteristic of the Office of Admissions and Student Relations. The year under review brought the most extensive changes.

The Director of the Office, Mr. S. Herman Macy, accepted the position of Secretary of the Lake Placid Club and Secretary and Educational Director of the Lake Placid Club Foundation. His resignation became effective August 31. We shall miss Mr. Macy, who was an indefatigable worker and organizer. He has grown as rather few men develop on a job. A statement in his letter of resignation reflected once again his interest in Girard graduates and suggested the regret which he, as well as his colleagues, felt when he left: "I feel very much like the Girard College senior as he leaves the chapel following graduation. My seventeen years of association with the students, alumni, staff, Board members and friends of the College have been both gratifying and thrilling."

Since Mr. John R. Kleiser, Psychologist in the Office of Admissions and Student Relations, had also presented his resignation, the two positions of Director and Psychologist were combined for reasons of economy, and we were fortunate to enlist the services of Mr. John C. Hayward, a native of Massachusetts, who had attended Thayer Academy and Bowdoin College. For graduate work in psychology Mr. Hayward obtained the degree of Master of Arts from Boston University, and more recently he was a candidate for a doctorate at Pennsylvania State College. He has taught in the High School at Laconia, New Hampshire, and from 1942 to 1947 he was connected with the College of William and Mary at its Norfolk branch as Director of Student Counseling and later as Director of the Veterans Guidance Center, which served the students of both the College of William and Mary and Virginia Polytechnic Institute. Since 1947 he has taught psychology at Gettysburg College and has participated actively in its student personnel program, devoting a portion of his unscheduled time to the counseling and guidance of individual students.

To succeed Mrs. Inga R. Pickering, Assistant Psychologist in the Office of Admissions and Student Relations, who resigned

in September, Mr. William Ryans was appointed. Mr. Ryans is a native of New Jersey. He holds the degree of Master of Arts from New York University. In this institution he also took a year of graduate work beyond his master's degree, following a service of approximately three years in the United States Coast Guard, which took him to North Africa and the Pacific. From 1947 he served as Assistant Professor of Psychology and Director of Student Guidance at King's College in Delaware. He comes to us with considerable clinical experience in testing and other psychological procedures.

When the Department of Student Personnel was established in 1937, we enjoyed the part-time services of Dr. Lauren H. Smith, Medical Director of the Institute of the Pennsylvania Hospital, as a consultant psychiatrist. His services as a consultant were transferred from the Department of Student Personnel to the Office of Admissions and Student Relations when the consolidation of these two departments was effected in 1950. However, the growing reputation of Dr. Smith and the heavy demands upon his time both in Philadelphia and elsewhere prevented him from giving us the assistance which we had previously received. At his suggestion, a younger colleague, Dr. Roger E. Watson, Research Fellow and Psychiatrist at the Pennsylvania Hospital, was appointed to replace him. It was the feeling of your Board that this psychiatric service, even though it is definitely a special service for a relatively small number of boys, should not be eliminated in the interest of economy. I recognize Dr. Smith's very real contributions to the College in connection with the examination, diagnosis, and therapy of problem cases; consultation about general policies involving mental health; and, for exceptional cases, contact with the facilities of a psychiatric institution. On looking up my records in a few specimen years, I find that the psychiatrist had 198 interviews with boys in 1939, 194 in 1942, 170 in 1945, and 178 in 1946, not counting interviews with members of the staff concerning boys and attendance as psychiatrist at various meetings and conferences held by the College committees and groups interested in the welfare of the boys. The interviews may have averaged eight or ten to a boy, not including diagnostic examinations.

THE OFFICE OF ADMISISSIONS AND STUDENT RELATIONS now lacks two staff positions which appeared in its personnel only a few years ago. In the latter part of 1951 a clerical position was also eliminated. These reductions in personnel will necessitate the curtailment and discontinuance of some of the services of this office, especially in alumni placement and visits to retired employees, but some of the work with under graduates can be transferred without addition of staff to the Office of Secondary Education, which has already identified itself with our program of guidance and counseling. Mr. Hayward expresses the "hope that through a continuing state of reorganization a flexibility of operation can be attained that will make it possible to maintain most of the regular activities which the Department has so successfully carried on in years past." So far, real advantage has resulted from having the entire staff operating as a unit in offices 106 and 108 and using rooms 3, 105 and 109 for conferences and interviews.

Temporarily, guidance and counseling service for student has probably suffered more than any other activity of the Office because of changes and reduction in the staff. However an excellent beginning has been made by our newcomer. With the help of members of the High School faculty, the group testing programs conducted in 1950 have been continued. One new group testing program was used experimentally by Mr. Hayward during the fall. With the co-operation of the Director of Secondary Education, the Pennsylvania State Employment Service was invited to carry out its vocational testing program with all seniors. This program includes the administration of the General Aptitude Test Battery on a group basis, individual interviews, and a discussion of test results and vocational objectives. The General Aptitude Test Battery has been developed over the past fifteen years by the United States Employment Service. It was put into limited semi-experimental use in their offices in 1945 and is now available through all State Employment Offices where there are test administrators and counselors trained in its use. The test battery is classed as "Restricted" and is available only through State Employment Services.

Appendix F shows the condition of the application list for each year from 1929 to the present. The total number of applications for admission in 1951 was comparable with the number registered in 1945. In the intervening years there was a steady increase of registrations, reaching the high peak during the Centennial year. Then came a steady yearly decrease. It is interesting to note that of the 213 registrations in 1951, there were 174 Pennsylvania-born boys. Ninety-five were born in Philadelphia and seventeen in Delaware, Montgomery, and Bucks Counties. Of the remaining sixty-two born elsewhere in the state, thirty-two were from the anthracite regions. There are twenty counties of the state from which no applications were received from 1946 to 1951, both inclusive. Applications for boys born in other states totalled thirty-seven, and there were two for boys born on foreign soil.

At the present time, we have five students who were born in foreign countries. These youngsters have made satisfactory adjustments to their new type of life, and their mothers, who, in every instance, are living in America, are very appreciative of the opportunities they are receiving. Our student body also includes boys who were born outside the state of Pennsylvania. This group was admitted in and after 1946, when, for the first time since 1878, a non-Pennsylvania-born boy gained admittance to Girard.

The years are few, but it seems a long time ago since we enjoyed regional and nation-wide radio broadcasts centered about Girard College, articles about Girard in magazines of national circulation, Girard Weeks in the larger Pennsylvania cities, and innumerable showings of the Girard film and talks before service clubs and other organizations. These and other activities were all part of a public relations program successfully carried out without cost before the staff was thinned out to an extent that now makes such a program impossible. And, of course, we no longer have the motivation of the anniversary celebrations of 1948 and 1950.

However, we are still receiving calls from various organizations to obtain the technicolor film, "The Life of a Boy at Girard College". We still have a supply of the Centennial Bro-

A copy to the college prior to the examination visit is of very real value, and its use will be continued. The all-purpose pamphlet, which proved so valuable in public relations, was in use long before the Centennial year. Plans were being formulated for the creation of a new folder, but these have been shelved for the time being, owing to retrenchment and change in staff. More and more we are finding that the alumni are instrumental in spreading the word of the Girard opportunity. Some of the men who were selected in 1947-48 to be known in their communities as Alumnus Representatives seem to be inactive in submitting applications for admission, yet much good promotion work continues among others. A few plead that business church, and community commitments prevent their giving sufficient spare time to Girard. Recently two of our most earnest and productive Representatives suggested that a get-together of all Alumnus Representatives be held at Girard so that they may be re-stimulated and become acquainted with an overall picture of our present admissions program. The county superintendents of public schools have continued the helpful co-operation noted in the report for last year.

A Vice-President of N. W. Ayer and Son once defined public relations as consisting of "about 90% of doing the right thing in the right way at the right time, and 10% is telling about it." Similarly, an industrial executive expressed the thought that public relations meant doing everything to turn out a good product and getting credit for it. We hope that reductions in staff have not curtailed the effectiveness of what we do, even though it has eliminated much of the "telling" which was previously directed to strengthening the application list, creating job opportunities for younger alumni and cultivating general good will.

### THE CHAPEL

For many years Mr. E. Elmer Staub of Detroit, a member of the Class of 1899, was the Chapel speaker on the Sunday nearest Founder's Day. Since he died a year ago, his place was taken this year by a member of the Class of 1920, Dr. Arthur E. Fink, Dean of the School of Social Work at the University

of North Carolina and formerly a member of the faculty of the University of Pennsylvania.

In my report for 1950 I referred to the frequent mention by alumni of Chapel speakers of their boyhood days. Again we are indebted to a group of people who have been with us on Sundays to the great advantage of the students. The following is the list of our Sunday speakers:

- January      7—Mr. Carroll L. Bryant, American Red Cross, Washington, D.C.  
                14—Miss Helen C. Bailey, Principal, Philadelphia High School for Girls.  
                21—Dr. Charles S. Swope, President, State Teachers College, West Chester, Penna.  
                28—Dr. Burton P. Fowler, Headmaster, Germantown Friends School, Philadelphia.
- February     4—Mr. Edwin H. Craig, Senior Housemaster, Girard College.  
                11—Dr. Ira D. Reid, Professor of Sociology, Haverford College, Haverford, Penna.  
                18—Mr. William Honneus, Business Man, New York, N.Y.  
                25—Dr. Merle M. Odgers, President, Girard College.
- March        4—Mr. John Houston, Director of Elementary Education, Girard College.  
                11—Mr. Wilmot R. Jones, Principal, Friends School, Wilmington, Del.  
                18—Dr. J. Arthur James, Professor of Chemistry, Temple University, Philadelphia.  
                25—Mr. Emil Zarella, '24, Associate Director of Secondary Education, Girard College.
- April        1—Mr. Benjamin Rothberg, Housemaster, Girard College.  
                8—Dr. Malcolm G. Preston, '23, Professor of Psychology, University of Pennsylvania.  
                15—Mr. William J. Russell, '22, Business Man, Philadelphia, and President of Girard College Alumni.  
                22—Mr. Joseph A. Davis, Former Superintendent of Household, Girard College.
- May        6—Mr. Harry E. Paisley, Business Man, Philadelphia.  
                13—Mr. Cornelius D. Garretson, '99, Business Man, Wilmington, Del.  
                20—Dr. Arthur E. Fink, '20, Dean of the School of Social Work, University of North Carolina, Chapel Hill, N.C.

- 27—Mr. William L. Campbell, Senior Housemaster, Girard College.
- June**
- 3—Mr. Paul W. Albright, '10, Business Man, New York, N.Y.
  - 10—Mr. Charles E. Bowman, Head of the Department of Business Education, Girard College.
  - 17—Mr. Joseph B. Shane, Vice-President, Swarthmore College Swarthmore, Penna.
  - 24—Mr. J. S. F. Ruthrauff, Teacher, Girard College.
- July**
- 1—Mr. Reynolds Joll, Senior Housemaster, Girard College.
  - 8—Mr. Charles K. Hay, Principal, John M. Patterson School Philadelphia.
  - 15—Mr. I. Edward Branham, Principal, William B. Hanna School, Philadelphia.
  - 22—Mr. John J. Welsh, Principal, Adaire-Chandler Schools Philadelphia.
  - 29—Mr. Martin J. Warnick, Teacher, William B. Hanna School, Philadelphia.
- August**
- 5—Mr. Russell M. Leonard, Principal, Charles E. Bartlett Junior High School, Philadelphia.
  - 12—Dr. George R. Dulebohn, Housemaster, Girard College.
  - 19—Mr. Thomas B. McCloud, Housemaster, Girard College.
  - 26—Mr. Lauris R. Wilson, Senior Housemaster, Girard College.
- September**
- 2—Mr. Alford G. Otto, Director of Athletics, Girard College
  - 9—Mr. John Houston, Director of Elementary Education Girard College.
  - 16—Dr. Raymond I. Haskell, Head of the Department of English, Girard College.
  - 23—Mr. John C. Donecker, '11, Assistant to the President Girard College.
  - 30—Mr. Sydney Connor, Political Scientist, United States Government, Washington, D.C.
- October**
- 7—Mr. John C. Hayward, Director of Admissions and Student Relations, Girard College.
  - 14—Mr. Joseph J. Shuster, Housemaster, Girard College.
  - 21—Mr. Robert U. Frey, '07, Banker, Philadelphia.
  - 28—Dr. Richard M. Sutton, Head of Physics Department Haverford College, Haverford, Penna.
- November**
- 4—Morris Duane, Esquire, Attorney, Philadelphia.
  - 11—Dr. D. Montfort Melchior, Former Principal of High School, Girard College.
  - 18—Harold J. Budd, Esquire, Attorney, Philadelphia.
  - 25—Miss Mary L. Smythe, Assistant Librarian, Girard College

- December 2—Mr. Charles K. Hay, Principal, John M. Patterson School, Philadelphia.  
9—Mr. Gordon A. Hardwick, Business Man, Philadelphia.  
16—Mr. George H. Dunkle, '24, Senior Housemaster, Girard College.  
23—Mr. John Houston, Director of Elementary Education, Girard College.  
30—Mr. Emil Zarella, '24, Associate Director of Secondary Education, Girard College.

## ANNIVERSARIES AND COMMENCEMENTS—1951

Commencement, January 25

Robert T. McCracken, Esquire  
Attorney, Philadelphia

Founder's Day, May 19

Morning Assembly of Students  
Mr. William J. Russell, '22  
President, Girard College Alumni  
Mr. Marvin T. Fassett, '39

Memorial Day, May 30

Lieutenant (j.g.) William F. Gillen, '35  
United States Naval Reserve  
Secretary, Girard College Alumni

Commencement, June 21

Dr. Gilbert F. White  
President, Haverford College  
Haverford, Pennsylvania

## ALUMNI

The placement of the graduates in the January and June classes of the year under review was secured readily as many more job opportunities than boys were available. As usual, some of our older alumni are returning to us in an effort to obtain jobs, but we shall not be able to serve them so effectively as in the past because of staff reductions.

A smaller number of Girard graduates than in recent years attended institutions of higher learning during the past year, owing to both the enlistment of young men in the armed services and the termination of the G. I. program. For several years

the Office of Admissions and Student Relations has obtained records of work of alumni in higher institutions of learning. This has been done each autumn for the preceding academic year. Unfortunately, the contraction of the Office of Admissions and Student Relations will prevent the continuance of this practice, so that the current report is probably the last that will contain a record similar to the following.

Our records show that as of June, 1951, there were approximately 245 Girard College graduates attending 72 colleges or universities. It was possible to obtain from the registrars of more than 60 institutions the records of approximately 200 of our alumni. Of the 1130 grades made by these young men, 57.3% were either A's or B's, exactly the same percentage as a year ago. The remaining grades, also passing, were C's or D's, except 1.8%, which were below passing. Since only 9.4% were lowest passing grades (D), it is to be noted that only 11.2% (i.e. 9.4% + 1.8%) were lowest passing grades or less, and that approximately 89% were higher than the lowest passing grade. This is again a record in which we have every reason to take pride.

The colleges and universities having the largest number of our alumni are the following:

Pennsylvania State College	28
University of Pennsylvania	27
Temple University	24
Drexel Institute	14

Scholarship grants totaling \$7800, under the supervision of your Board, were awarded to 93 deserving young Girardians. Forty-two students were assisted through loans totalling \$6420 from the Girard College Alumni Loan Fund. A return of \$2910.79 was received from the alumni who had benefited from this fund.

The Alumni Fund for Girard College continues to flourish under the stimulation of an alumni committee, the chairman of which is Mr. William F. Geibel, '21. In 1951 the sum of \$15,700.60 was given in response to an annual-giving appeal; this compares with \$6,785.35 collected in 1950. In July, 1951, formal notification was received from the Office of the Commiss-

sioner of Internal Revenue that contributions made to the fund are deductible in computing the donors' taxable net income in the manner and to the extent provided by Section 23 (o) and (q) of the Internal Revenue Code, as amended.

At present we have definite knowledge that there are 178 Girardians in the armed services. With sorrow we have learned that four boys have lost their lives in the Korean conflict:

Kantner, Ira W., '45	Killed in Korea September, 1950
Swisher, John, '44	Killed in Korea November, 1950
Toner, Raymond C., '48	Wounded in Korea November, 1950
	Died February 14, 1951
Emeigh, Robert L., '42	Fell from one deck to another on board ship July, 1950
	Died from cancer April, 1951

## CONCLUSION

Occasionally, as I stop to talk with a boy on the main road or in my office, I say to myself, "This is the most important person I'll meet today." In all likelihood, he is the most important person because he may have fifty years or more of life ahead of him, whereas the majority of the people I meet are already middle aged. There would be no Girard College, of course, had Stephen Girard not had boys like our undergraduates in mind when he drafted his famous Will. During the year under review Stephen Girard's boys have responded well to the efforts of the staff to give them the type of training that he had in mind. Girard's old boys, as the British call alumni, have given excellent co-operation to the College during the past year, for they are completely sympathetic with our efforts to maintain policies that are thoroughly in keeping with the spirit of our foreseeing Founder and consistent with the proud traditions of his school. We can be profoundly thankful that Girard gave his great school standards of excellence that we have used as a sailing chart in the past and shall continue to use in its second century of service.

In the last few years we have been looking back over the first century of Girard College. Time and again we have felt grateful to the members of the staff who have preceded us. An

elder citizen in Athens is reported as having said, "And when Athens shall appear great to you, consider that her glories were purchased by valiant men." The greatest strength of the College is still in its excellent staff. Retirements and rapid turnover offer a genuine challenge to the administration. As it becomes increasingly difficult to recruit well-qualified teachers and other members of the professional and non-professional staffs, the importance of in-service training and supervision becomes greater for all types of new employees.

We are all genuinely anxious to be constructively of more use than inflation will probably permit us to be at Girard College. In the cold war against inflation there is genuine need of real statesmanship on the part of the Board and the administration. There must be no following of the merely expedient as the easy way out of difficulties.

We must not permit ourselves to be overwhelmed by defeatism, for an economic inflation can cause a deflation of morale. Some of us, to be sure, did not even know the lush days of Girard's Victorian Era and cannot look back nostalgically upon it. With satisfaction I note a maturity of approach on the part of the staff toward these problems. For this attitude and also for the sympathetic consideration of the Board, the writer is deeply grateful. It is, of course, a disappointment not to be able to continue to exhibit progress. The forces of inflation are hard to combat and they affect curricula and the tangible elements of our school. Yet these very conditions should develop among us a strength, a loyalty, and a unity which more than counterbalance our losses. Perhaps we may now understand clearly the deeper meaning of Stephen Girard's benevolence and providence. Indeed it may be that Girardians decades from now, looking back upon this mid-century, will say, "Those were the days when our school came into its full strength and when those who planned its affairs remade it and, despite obstacles, brought it to new greatness and distinction."

Respectfully submitted,

MERLE M. ODGERS,

*President*



**APPENDIX B**  
**CHANGES IN STAFF IN 1951**  
**RESIGNATIONS**

A. Carl Patterson, B.S. in Ed., Gymnasium Instructor	January 1
Nicholas Noel, Jr., B.S., Housemaster	January 1
Katherine M. Dean, R.D.H., Dental Hygienist	February 1
Robert J. Whitehouse, Assistant Supervisor, Student Work Program	Feburary 1
Edward J. Mankiewicz, B.S., M.S. in Ed., Housemaster	February 2
Lauren H. Smith, B.S., M.D., Psychiatrist	April
Edward Anderson, Supervisor, Student Work Program	July 3
S. Herman Macy, B.A., Director of Admissions and Student Relations	August 3
John R. Kleiser, B.A., M.A., Psychologist	August 3
Robert G. Simon, A.B., Housemaster	August 3
Andrew G. Meyer, A.B., M.A., Teacher, Elementary Schools	August 3
Priscilla F. Thyne, B.A., Governess	August 3
Carolyn E. Long, B.S., Teacher, Elementary Schools	August 3
Elizabeth F. Hialop, B.A., Governess	August 3
Barry F. Deetz, B.A., Housemaster	August 3
Josephine M. R. DeSantis, A.B., Governess	August 3
Joan K. Simonin, B.S., Teacher, Elementary Schools	August 3
William B. Cooper, B.S., Housemaster	August 3
Genevieve M. Garretson, B.S., M.A., Teacher, Elementary Schools	August 3
Clement B. Van Wyk, B.S., Housemaster	August 3
Inga E. Pickering, B.A., Assistant Psychologist	September 1
Kathryn E. Frazier, B.S., M.Ed., Teacher, Elementary Schools	October 1
Grace S. Fletcher, Assistant Supervisor, Domestic Economy Division	November 2
Leonard E. Stout, B.S., Resident Master in Mathematics	December 3
Joanne R. Macdonald, B.A., Governess, Junior School	December 3
Gertrude J. Waite, Assistant to Dietitian, Dining & Service Building	December 3

**APPOINTMENTS**

Clement B. Van Wyk, B.S., Housemaster	February
Charlotte R. Cranmer, R.D.H., Dental Hygienist	February 1
Roger E. Watson, A.B., M.D., Psychiatrist	April
Charlotte A. Brown, B.E., Teacher, Elementary Schools	September
F. Lamar Clark, A.B., Resident Master in English	September
Adelchi J. Dottor, B.A., Housemaster	September
Edward Fishman, A.B., M.A., Housemaster	September
Leah E. Gaughan, Substitute Teacher, Elementary Schools	September

Caroline E. Haven, B.A., Governess	September	1
John C. Hayward, A.B., A.M., Director of Admissions and Student Relations	September	1
Joan Horrigan, B.A., Governess	September	1
Leonard Kittner, B.S., Substitute Teacher, Department of Business Education	September	1
Stephen R. Lawrence, A.B., Resident Master in English	September	1
Joanne R. Macdonald, B.A., Governess	September	1
John W. Murphy, B.S., Housemaster	September	1
Ernest L. Ogden, Jr., B.S. in Ed., Resident Master, Elementary Schools	September	1
Robert C. Paine, Housemaster	September	1
Melvin Schwartz, A.B., M.A., Resident Master in Foreign Languages	September	1
Leonard E. Stout, B.S., Resident Master in Mathematics	September	1
John E. Wenrick, B.S., Resident Master in Mathematics	September	1
Jean B. Wooster, A.B., Substitute Teacher, Elementary Schools	September	1
Jerome T. Farrell, Junior Housemaster	September	10
Philip P. Haines, Junior Housemaster	September	10
Ethel Patterson, Assistant Housekeeper, Junior School	September	10
William Ryans, B.A., M.A., Assistant Psychologist	September	16
Eleanor R. Cox, B.A., Substitute Teacher, Elementary Schools	October	15

#### RETIREMENTS

John A. Small, Playground Teacher	February	28
Edith DeHaven, Dining Room Supervisor	July	31
Charles E. Bowman, B.B.A., Head, Department of Business Education	August	31
George C. Foust, A.B., A.M., Teacher, High School	August	31
H. Beryl Ingram, Secretary, Office of Secondary Education	August	31
Clyde I. Martin, B.S., A.M., Teacher, High School	August	31
David A. McIlhatten, A.B., Sc.D., Head, Department of Mathematics	August	31
J. S. F. Ruthrauff, A.B., A.M., Teacher, High School	August	31

#### TRANSFERS

Joseph J. Sungenis, B.S., Substitute Teacher, Department of Business Education, to Teacher, Department of Business Education	September	1
Dorothy E. Freking, Assistant Housekeeper in the Domestic Economy Division, to Assistant Supervisor in the Domestic Economy Division	November	20
Henry W. Jones, Housemaster, Merchant Hall, to Resident Master in Physical Education	January	1

Master in Mathematics		January
Joseph J. Shuster, Housemaster, Merchant Hall, to Resident		January
Master in Mathematics		January
William A. Yottey, Housemaster, Mariner Hall, to Resident		January
Master in Social Studies		January
William F. Zeil, Housemaster, Allen Hall, to Resident		January
Master in Art		January

### DEATHS

George A. Hansen, Assistant Instructor, Machine Shop Practice	February
George O. Frey, Mus.Bac., Retired Director of Instrumental Music	May
Frederick Unrath, Retired Secretary to the President	June
William L. Campbell, B.S., M.S., Senior Housemaster, Mariner Hall	November

### APPENDIX C

#### STAFF OF SUMMER SCHOOL—1951

Supervisor ..... Mr. Charles K. H.

#### TUTOR

Mr. John J. Welsh

#### TEACHERS OF RECREATIONAL ACTIVITIES

Mr. Edmund O. Mueller	Mr. Jacob D. Geiger
Mr. I. Edward Branhut	Mr. Norman P. Shrenk

#### ENRICHMENT PROGRAM

Mr. Russell M. Leonard  
Mr. Martin J. Warnick  
Miss Laura Harman  
Miss Rose Mary Bocella  
Miss Margaret E. Wiegand

#### HANDWORK PROGRAM

Mr. Charles E. Leonard  
Mrs. Dorothy H. Furman

APPENDIX D  
LECTURES AND ENTERTAINMENTS—1951

Saturday, January 13

Illustrated Lecture

"The Gateway to Europe"

Dr. Michael M. Dorizas

Thursday, February 1

Entertainment

"The Philadelphia Story"

Mr. Jack Bookbinder, Board of Education, Philadelphia

Saturday, February 17

Opera

"Hansel and Gretel"

Philadelphia Conservatory of Music

Saturday, March 17

Concert

The University Glee Club

Saturday, April 14

Lecture

"Inside the Atom"

Dr. Richard M. Sutton

Saturday, April 28

Girard College Dramatic Club Presentation

"The Farce of the Worthy Master" and "Gringoire,  
the Ballad-Monger"

Saturday, October 20

Entertainment

"Chemical Magic"

Messrs. George Damons and George Curtis,  
Socony-Vacuum Oil Company, Inc.

Saturday, November 17

Entertainment

"The Romance of Musical Boxes"

Mrs. George Richard Brown

Saturday, December 8

Girard College Dramatic Club Presentation

"The Devil and Daniel Webster"

Thursday and Friday, December 13 and 14

Christmas Concert by Musical Organizations of Girard  
College

## APPENDIX E

### HEALTH SERVICE STATISTICAL REPORT

The following is a record of the diseases, operations, and other matters of record for which students of the College were under observation in the Infirmary during the year 1951:

Abscess, appendiceal .....	1	Fracture, tibia .....	3
Abscess, finger, leg, lip, toe .....	5	Furunculosis, ear, hip, neck .....	10
Adenitis, cervical, groin, maxillary, mesenteric .....	13	Gingivitis .....	1
Appendicitis, acute .....	5	Granuloma, back .....	1
Asthma .....	2	Hemangioma, congenital, hand .....	1
Athlete's foot .....	3	Hematoma, sub-periosteal, head .....	1
Atrophic testicle .....	1	Hemorrhage, post-operative- submucous resection .....	1
Boil, knee, with inguinal adenitis .....	1	Hemorrhage, post-operative- tonsillectomy .....	1
Bronchitis .....	1	Hernia, inguinal .....	4
Cellulitis, ankle, arm, cervical, foot, leg, toe .....	20	Hydrocele .....	3
Chicken pox .....	6	Hypertrophied & infected tonsils .....	1
Concussion, head .....	1	& adenoids .....	9
Conjunctivitis .....	3	Impetigo, contagiosa .....	5
Contusions, ankle, head, face, knee, lip .....	39	Infection, foot .....	1
Cyst, dermoid, pre-sternal .....	1	Ingrown toe-nail .....	2
Deflected nasal septum .....	3	Ivy poisoning .....	1
Degenerated, edematous growth, nose .....	1	Keloid, chest .....	1
Dermatitis, emotional .....	1	Lipoma, back .....	1
Dermatitis, venenata .....	6	Measles .....	65
Diabetes .....	1	Measles, German .....	246
Dietetic indiscretion .....	246	Moles, back .....	1
Dislocation, finger .....	1	Mumps, bilateral .....	3
Encephalitis .....	1	Myositis, thigh .....	1
Erythema, simplex .....	1	Nevus, hairy, leg .....	1
Foreign body (paper) ear .....	1	Nevus, pigmented, cheek .....	1
Fracture, forearm .....	3	Observation, allergic dermatitis .....	4
Fracture, nose .....	1	Observation, back injury .....	4
Fracture, skull .....	2	Observation, erythema .....	1

Observation, nephritis	1	knee	
Orchiditis, traumatic	1	Torticollis	
Otitis media, acute .....	35	Upper respiratory	
Otitis media, chronic	3	infection	91
Pneumonia, lobar	2	Urticaria	
Pyoderma	1	Varicocele	
Rat-bite, finger	1	Varicosis, leg	
Rheumatic infection .....	18	Wounds, contused, lacerated,	
Rhus venenata	1	buttock	
Sarcoma, (osteogenic) leg .....	1	Wounds, lacerated, face	
Scabies	3	Wounds, punctured, foot,	
Scarlet fever	1	leg	
Serum reaction	21		
		Total.....	1,77

## OPERATIONS

Adenoidectomy			
Appendectomy			
Aspiration, hematoma, scalp			
Bartlett operation for ingrown toe-nail			
Curettage, edematous growth, nose			
Drainage, appendiceal abscess			
Excision, atrophic testicle			
Excision, dermoid cyst, pre-sternal			
Excision, granuloma, back			
Excision, hemangioma, hand			
Excision, hydrocele			
Excision, keloid, chest			
Excision, lipoma, back			
Excision, mole, back .....			
Excision, nevus, hairy, leg			
Excision, varicocele			
Extraction, teeth			
Herniorrhaphy			
Incision and drainage, abscess, leg .....			
Incision and drainage, hematoma, scalp			
Incision and invagination of sac for hydrocele			
Ligation, long saphenous vein			
Paracentesis			
Reduction, closed, fractures arm & leg			
Submucous resection, nasal			
Tonsillectomy .....			
		Total.....	5

### DISPENSARY TREATMENTS

Infirmary .....	58,222
Otolaryngological .....	703
Ophthalmological .....	1,437
Dental .....	10,498
 Total .....	 70,860
Average number of hospital days per patient .....	5
Average number in the daily census .....	29

### APPENDIX F

#### THE APPLICATION LIST

<i>Year</i>	<i>New Applications During Year</i>	<i>On List December 31</i>
1929	413	624
1930	437	663
1931	463	488
1932	379	490
1933	378	451
1934	342	384
1935	325	332
1936	320	340
1937	306	272
1938	353	319
1939	350	330
1940	325	314
1941	261	250
1942	178	188
1943	229	210
1944	246	222
1945	209	198
1946	218	150
1947	336	201
1948	469	367
1949	277	278
1950	246	223
1951	213	170

## APPENDIX G

The following statistics for the year 1951 present a summary of the work of the Library, including a comparison with the work of the preceding year:

### BOOK CIRCULATION IN MAIN LIBRARY

	1951	1950
Books Circulated—Children's Room	20763	20106
Books Circulated—Older Boys	14688	12343
Books Circulated—Adults	8463	8556
Total Book Circulation	<u>43914</u>	<u>41005</u>

### ATTENDANCE IN MAIN LIBRARY

	1951	1950
Attendance—Children's Room	17976	17892
Attendance—Older Boys	29977	25905
Attendance—Adults	1543	1515
Total Attendance	<u>49496</u>	<u>45312</u>

### ELEMENTARY SCHOOL LIBRARY—LABORATORY

	1951	1950
Radios loaned for classroom use	156	193
Records loaned for classroom use	46	52
Films loaned for classroom use	591	650
Slides loaned for classroom use	169	315
Books loaned for classroom use	4010	3512
Pictures and pamphlets loaned	1993	1862
Attendance of boys for research	2999	2969
Attendance of boys for group activities	4922	6364

### BOOKS ADDED TO THE LIBRARY

	1951	1950
Non-Fiction	1051	637
Fiction	<u>737</u>	<u>660</u>
Total number of volumes added to the Library	1788	1297
Total number of volumes discarded and lost in 1951	1984	volumes
Total number of volumes in the Library in 1951	89815	volumes

## APPENDIX H

### PRIZES AND HONORS, 1951-1952

One key man award was made during the school year, to James E. Falen, Class of January, 1952, for the best all-around record in scholarship, athletics, citizenship, and extra-curricular activities.

The scholarship awards to the student in each graduating class with the highest scholarship standing for the last two High School years, were presented by the Girard College Alumni Association and through the Louis Wagner Memorial Fund as follows:

September—James J. O'Neill, Class of June 1951—Watch  
February—James E. Falen, Class of January 1952—Watch

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes as follows:

1. Donald A. Dowden	\$7.00
2. Charles S. Boswell .....	\$5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "How I Can Improve Girard College" by students of the Second High School year, were awarded in September as follows:

1. William J. Condor	\$6.00
2. Harry R. McGuire .....	\$4.00
3. Denis D. Deegan .....	\$2.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded in September as follows:

1. John DiCinque (Drafting) .....	\$7.00
2. Peter P. Barone (Foundry Practice) .....	\$5.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in typewriting, were awarded in September as follows:

1. Donald L. Loder	\$7.00
2. Hugh F. Cline	\$5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded in September as follows:

1. James J. O'Neill	\$10.00
2. Peter N. Nordberg	\$7.00

The Alumni Scholarship Trophy, presented by the class of June, 1921, to the house or section attaining the highest average of the combined term scholarship records for the preceding term was awarded as follows:

September—Merchant Hall	Average 2.103
February—Section 24	Average 3.61

The William H. Hoyt, Jr., ('38) and Robert M. Hoyt ('39) Memorial Prizes, established by the mother of these two Gold Star Alumni, who died in service in World War II, were awarded to the two commercial students of the graduating classes ranking first and second respectively in their commercial work during the last two high school years.

#### September Awards

1. James J. O'Neill	\$7.50
2. Joseph F. Camperson	\$5.00

#### February Awards

1. James E. Falen	\$7.50
2. Eugene C. Tkacz	\$5.00

The Charles W. Lawser Prizes, established by Mr. Charles W. Lawser, '88, for students of the Junior Classes in the Machine Shop or other trade vocational work making the best record for development of mechanical skill and the habits and attitudes desirable in a good workman, were awarded as follows:

September—Harry L. G. Williams	\$5.00
February—Carl C. Davis	\$5.00

The Jesse B. Manbeck prizes, established by Mr. Jesse B. Manbeck, '10, for the student in the Print Shop making the best record for development of mechanical skill and the habits and attitudes desirable in a good printer, were awarded as follows:

September—Robert B. Hennessy.....	\$5.00
February—Henry L. Wyzykowski.....	\$5.00

The Sherwood Githens prizes, established by bequest of Mr. Sherwood Githens, '96, for students of the graduating classes who have done outstanding work in public speaking, were awarded as follows:

#### September Awards

Edward O. Gordon.....	\$7.00
Joseph F. Camperson.....	\$3.50

#### February Awards

Eugene G. Halpern.....	\$7.00
Jay I. Hill.....	\$3.50

The Girard Ginger Association prizes for the best all-around scouting records, including living of the scout oath and law, advancement, and leadership, were awarded as follows:

#### September Awards

1. Ronald E. Rumer.....	\$5.00
2. William H. Boell.....	\$3.00
3. Jerome N. Batalsky.....	\$2.00

#### February Awards

1. Henry Grabowski.....	\$5.00
2. Thomas J. Nolan.....	\$3.00
3. Gary G. Thomas.....	\$2.00

The Stephen Girard Post, American Legion, Trophy, awarded to the Company attaining the best all-around military record during the term, including the competitive drill, was awarded as follows:

June, 1951—Company A
January, 1952—Company A

Special prizes were also presented by the College to Cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

### **September Awards**

1. P. Paul Barone, Company A, Gold Medal
2. Robert B. Hennessy, Company D, Bronze Medal

### **February Awards**

1. Henry W. Deibel, Company A, Gold Medal
2. F. Curtis Jauiss, Company B, Bronze Medal

**To the Cadets ranking first and second in individual drill**

### **September Awards**

1. Francis R. Caruso, Private, Company A, Gold Medal
2. Theodore W. Koch, Sergeant, Company B, Bronze Medal

### **February Awards**

1. Theodore A. Smith, Sergeant, Company B, Gold Medal
2. Victor Tunila, Sergeant, Company D, Bronze Medal

The Joseph G. Simcock Prizes, awarded to the two members of the Junior-two Classes for greatest proficiency in the heat treatment of steel, were presented in September as follows:

1. Charles Mangione	\$5.0
2. James Swahl .....	\$3.0

Prizes presented by the College for proficiency in manuscripts:

### **September Awards**

1. Robert A. Roach, books to the value of .....	\$5.0
2. George D. Outten, books to the value of .....	\$3.0

### **February Awards**

1. Thomas J. Nolan, books to the value of .....	\$5.0
2. Samuel G. Gransback, books to the value of .....	\$3.0

Bronze medals awarded by the American Legion through the Stephen Girard Post, No. 320, to the students of the 9 Grade attaining the best record in scholarship, athletics, and citizenship combined, were presented as follows:

June, 1951 ..  
February, 1952 ..

Paul J. Yatchisin and James C. Bu  
..... James Slov

## HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

William Stanley Cover, Denis Damian Deegan, John Michael Demcisak, James Edward Falen, Arthur Elfring Higinbotham, Elden Blaine Kunkle, Francis Clay McMichael, Phillip Pokrinchak.

## SCHOLASTIC HONORS IN THE HIGH SCHOOL

David Evans Ache, Joseph Camperson, Kenneth Edward Carpenter, Dennis Leonard Casterline, Hugh Francis Cline, Donald Peter Dennis, Nicholas DiCroce, John Francis Donahue, George Daniel Fisher, Robert Bruce Hennessy, Harold Jacobs, Robert Howard Kase, John Paul Kinsey, Gerald George Lashendok, David Luther Marsee, John Milewski, Robert Minemier, Rocco Mutone, Earl David Nordberg, James Joseph O'Neill, Stanley Paul Rimdzius, George Simonof, Charles Marshall Slack, Edgar Alfred Smith, Robert Donald Stirling, Sylvester Anthony Suravitch, Alfred Toizer, Isidor Costas Tripolitis, William Walsh, Raymond Michael Wilson.

## APPENDIX I

### GRADUATES

Following are the names of those who were graduated from the College in 1951:

#### Class of January 1951

Ronald Althoff*†	Donald Harry Lowstetter
Darrell Eugene Bankes	Murdo James MacLeod
Walter Barlow	Joseph McDevitt*
Carl Robert Barry*	Donald Jerome Melvin*
John Joseph Barthka	Charles Richard Myers
Robert Thomas Beard	Robert Earle Miller
Albert Eugene Bernosky	Ronald Albert Naulty
Michael Daniel Bernosky	Paul Martin Paterson
Stanley Blazowski	Richard Thomas Polakowski†
Richard August Broge	Wayne Clarke Query
Donald Martin Coine	Richard Frank Refsnyder
Richard Lewis Conner†	Richard Robert Riday*†
Robert Louis Foley	Joseph Alfred Riley*†
Thomas William Getty	Carlton Lefever Rintz
Keith Morgan Gwyn	Richard Vernon Rogers
John Handschuh	Michael Roman†
George Wesley Heacox*	John Philip Sawicki*
Frank George Horwath	Frank Harry Schlechtweg
William Glenn Jewett	Raymond Joseph Schlechtweg
Arnold Sam Kahn	Frederick Thomas Traganza
Bolestaw (William) Krotowski†	Wayne Arthur Umbrell
Henry Christian Lempp	Norman Russell Veit
Harry Millard Logan	Richard Allen Williams

Class of June 1951

David Evans Ache	Paul Milus
Peter Paul Barone*	Joseph Emery Mowery
Burton Bernstein	Edward Francis Nelson
Norman Henry Brooks	Thomas O'Donnell
Donald Jerry Brown	James Joseph O'Neill*†
Joseph Camperson*†	Francis Stephen Petrick
Ronald Castagno	Richard Vance Pfleegor
Floyd Angelo Damico	James Cornelius Phillips
James Gerald Deegan	Philip Pokrinchak*
John DiCinque†	Julius Pustilnick
Donald Adelard Dowden	James Joseph Raciti
James Edwin Emeigh	Jay Milton Reed
John Francis Fitzpatrick	Carl Joseph Reisinger
Joseph Fosco	Hellmuth Charles Rieth
Jack Spangler Frey	John Thomas Ryder
Raymond Stover Fulmer	Gerald Saulino
Walter German	Emanuel Richard Schoenberger
Emanuel Gerstein†	George Herman Spyder
Robert Francis Gillies	Robert Arthur Thompson
Edward Oswald Gordon	Bernard John Weir
James Linn Graham	Raymond Aloysius Welsh
Robert Soden Heisler	Harry Louis Gerald Williams
Downey Delbert Hoster*	Paul Lewis Wilson
Stanley Forbes Hughes	Stephen Winnick
Joseph Kosloski	Thomas Frank Woolley
Novak Masanovich	Malcolm Ellsworth Young
Joseph Maselli	Robert John Zinsky

\*Member of the National Honor Society

†Distinguished in one or more departments